Girls' Education South Sudan
Output 1
CM Effectiveness Report

February 2017

GESS
GIRLS' EDUCATION
SOUTH SUDAN

THE REPUBLIC OF SOUTH SUDAN
MINISTRY OF GENERAL EDUCATION AND INSTRUCTION

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Girls' Education South Sudan (GESS) is an initiative of the Ministry of General Education and Instruction (MoGEI), Government of the Republic of South Sudan, funded by UK aid from the UK government, and the Government of the Republic of South Sudan. In order to realise its strategic objectives of eliminating barriers to girls' education and promoting gender equality throughout the education system, MoGEI is supported by a consortium, led by BMB Mott MacDonald/Cambridge Education, and including BBC Media Action, Charlie Goldsmith Associates and Winrock International.

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1.   Introduction

The Girls' Education South Sudan (GESS) initiative is a six year programme running from 2013 to 2018 that aims to transform the life chances of a generation of children in South Sudan, especially girls, through education. It works to achieve this by improving girls' enrolment, retention and learning at primary and secondary school.

BBC Media Action is implementing Output 1 of the Girls' Education South Sudan (GESS) project. Under this Output, BBC Media Action is aiming to enhance household and community awareness and empowerment for supporting girls' education. This includes producing *Our School*, a 15-minute magazine-style radio programme, targeted at girls, their parents, community leaders and teachers. It has been broadcast nationally since March 2014. The programme is made by a team of South Sudanese producers who explore the lives of girls and their families as they struggle to resolve the challenges of going to school. The programme is produced in nine languages (Dinka, Bari, Simple (Juba) Arabic, Wau Arabic, Lutoko, Toposa, Azande, Madi and Nuer) and broadcast on over 25 different partner stations.

This report is looking at the effectiveness of the **community mobilisation (CM)**, activities, such as Listening Clubs and Community Dialogues, which are running alongside the radio programme. The CM activities also started in March 2014 but this report specifically looked at activities that took place between June and December 2016. CM, which is led by BBC Media Action is listed under Output 1 in project documentation. However, CM is a key component of all outputs of the GESS project. CM activities are currently implemented by "State Anchors" (SAs), local and international NGOs/CSOs based in each of South Sudan's former 10 states. Management responsibility of the SAs is held by Mott MacDonald.

The CM is led by community mobilisation officers (CMOs), who organise activities including listening to the *Our School* programme on solar powered wind-up radios or using visual storytelling materials accompanied by a group discussion or music, dance and drama. Each CMO will focus activities around four school communities over a six month time frame, conducting at least six Listening Clubs as well as a number of Community Dialogues and Music, Dance and Drama sessions. The school communities are chosen based on poor performance in terms of enrolment, retention, and attendance, and whether they are in areas characterised as media dark[1]. Some of these communities are the catchment area for Output 2c's priority schools. The aim of these activities is to extend the reach of the social and behavioural change output among school communities in all locations, including those where there is no radio coverage and/or communities speak a different language from the one of the radio broadcasts.

Further information about CM can be found in the BBC Media Action Social and Behavioural Change Strategy Paper and the GESS Community Mobilisation Strategy: National Strategic Overview paper.

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[1] Data for this is gathered from the South Sudan Schools' Attendance Monitoring System (SSSAMS) as well as BBC Media Action's nationally representative baseline and midline surveys.
[2] As discussed in the GESS Community Mobilisation Strategy: National Strategic Overview

2.   How to Measure Effectiveness of CM

The GESS Community Mobilisation Strategy: National Strategic Overview paper discusses challenges which need to be addressed in order for "effective" CM to be taking place:

- **Ownership**: when those engaged own and take responsibility for the process.
- **Achievability**: when those engaged feel that they are engaging in activities that are demonstrably rooted in a realistic assessment of the time, effort and money involved in carrying them out.
- **Impact**: Measuring the impact of community mobilisation is challenging[2], but it is possible to track the nature of discussions and outputs, as well as what participants have done as a result of taking part (although this is often self-reported).

The focus is thus on actions taken by individuals after or between CM activities and what they have done as a result of taking part in the CM activity. Therefore, **the effectiveness indicator for the CM work has been agreed to be focused on the actions taken by those participating as a result of taking part in the CM activities**.

Through facilitated discussion, participants are encouraged to consider taking positive action towards girls' education following their participation in CM activities. Such actions may or may not relate to the topics they have discussed and include the following general actions[3]:

- Speaking to other people about what they have learnt,
- Changing something at home or with their family,
- Doing something within their community,
- Doing something at the school in their community
- Any other relevant activity

Therefore, the effectiveness indicator is specified below:

TABLE 1: CM EFFECTIVENESS INDICATOR[4]

Indicator	Measurement
The CM activity is deemed to be effective if more than 50% of those taking part in the CM activity take an action as a result of taking part. An action is defined as any of the relevant actions outlined above or any other relevant action as identified by the CMO.	The CMO will be responsible for the measurement of the number of participants taking part in the CM activity, as well as the number of participants who have taken at least one relevant action since the last CM activity. In order to do this the CMO will use the KoBoToolbox, a free open-source tool for mobile data collection designed by BBC Media

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[2] As discussed in the GESS Community Mobilisation Strategy: National Strategic Overview

[3] This is a general overview of the action participants might take. A full list of actions pre-coded in the questionnaire in listed in Appendix 1. The CMO can also add in an open response if the action is relevant but not listed in the pre-coded list.

[4] Of course, "action taken" is not the only indicator of success. For example, improvements in knowledge and positive shifts related to cultural attitudes and norms will also be important. BBC Media Action is collecting information on this quantitatively and qualitatively through KoBoToolbox as well as exit interviews with participants of the CM activities. This will be reported on over the next two six months cycles of CM activity.

	Action.

While the effectiveness indicator will be self-reported (i.e. respondents are asked whether they have taken any action as a result of taking part in the CM activity), a follow-up question is asked about what the activity was.

3.   CM Activities

The CM activities consist of three main activities running in each school district:

- **Listening Clubs** – where participants gather to listen to the Our School programme and discuss the programme and learnings afterwards. These sessions are run at least six times over six months with the same participants.
- **Community Dialogues** – an activity in which participants from the wider community engage in face to face discussion about girls' education in South Sudan. Each session is attended by unique individuals.
- **Music, Dance and Drama[5]** – an activity which provides learning approaches based on performance by selected individuals while other participants listen and observe. This largely includes actors on stage and activities like singing, dancing and acting out situations relevant to girl's education in South Sudan.. Each session is attended by unique individuals.

The table below outlines the number of CM activities by state broken down by type of activity. It shows that Listening Clubs are the most common activities, 69% of all activities. However, as these occur at least monthly for at least six sessions with the same individuals, Community Dialogues, which feature unique individuals, are likely to reach the largest number of people.

TABLE 2: CM ACTIVITY BREAKDOWN BY STATE

Former states	Listening Club	Community Dialogue	Music, Dance and Drama	TOTAL
NBG	132	53	7	192
WBG	150	64	0	214
CE	96	41	11	148
WE	150	61	0	211
EE	89	37	23	149
Lakes	209	73	0	282
Jonglei	124	27	0	151
Unity	13	8	0	21
UNS	16	5	0	21
Warrap	96	53	9	158
Total:	**1075**	**422**	**50**	**1547**
Percentage:	**69%**	**27%**	**3%**	

Community Dialogues make up 27% of all CM activities and Music, Dance and Drama make up three percent of all activities, so far concentrated in Central and Easter Equatoria, Warrap and Northern Bahr el Ghazal. A further breakdown by county can be found in Appendix 2.

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[5] Music, Dance and Drama will be replaced by Interactive Drama from January 2017. Interactive Drama provides a learning approach based on experiencing and doing rather than observing and listening and is a development of the Music, Dance and Drama approach.

4.   CM Effectiveness

The CM effectiveness has been calculated using a cumulative number of all participants in each individual CM activity, and the number of those participants who said that they had taken any relevant action as a result. Participants are encouraged to take action after each CM activity, and the actions they can take are discussed with the participants at the end of each session. The CMO, using KoBoToolbox, asks the participants in each CM activity how many have taken at least one action, and by show of hands the CMO counts the number of participants who have taken at least one action. The table below shows the effectiveness score by state as well as overall.

TABLE 3: CM EFFECTIVENESS BY STATE AND OVERALL

Former states	Total participants in the individual sessions*	Total participants taken at least one action	Effectiveness score (threshold >50%)
NBG	4709	3958	84%
WBG	3633	2689	74%
CE	2353	1807	77%
WE	3755	2595	69%
EE	3990	3115	78%
Lakes	5064	3428	68%
Jonglei	2772	2446	88%
Unity	367	164	45%
UNS	324	275	85%
Warrap	3617	2582	71%
		TOTAL:	**75%**

*Please note that this is not the total number of unique individuals taking part in any action (as the Listening Club sessions run for at least six sessions with the same participants) but the number of cumulative participants taking part in any session. Similarly, the actions are the cumulative number of actions the participants have taken as a result of taking part in CM activities.

The table shows that the overall effectiveness of the CM activities is 75%, meaning that three quarters of all participants in the CM activities take at least one action as a result of taking part in each CM activity. Only one former state, Unity, fails to meet the effectiveness threshold since only 45% of participants to CM activities take any action as a result of taking part.

5.   Further Analysis

Over the last two six months period of CM activity as part of GESS further analysis will be carried out on the CM data in order to investigate the gender breakdown of participants taking action, as well as the relative effectiveness of the different CM activities. In particular investigation will be carried out on the relative merits of discussing/talking to others about what they have learned from *Our School* and taking part in the CM activities versus actions more directly associated with barriers to girls' education, such as redistributing housework, helping the girl with her homework etc. We are also looking to speak to a number of "indirect" beneficiaries, people who the direct beneficiaries have spoken to about *Our School* and the CM activities, in order to investigate the secondary impact of the CM.

The CM data collected through KoBoToolbox will also be triangulated with pre and post surveys carried out by the BBC Media Action R&L team in order to see whether the CM activities have a wider impact on participant's knowledge, attitudes, behaviours, social norms, and practices related to girls' education in South Sudan. It will also be investigates how CMOs decide which activity to run and which activity is the most effective at inspiring action among participants, and why certain states (e.g. Unity) fail to meet the effectiveness threshold.

Appendix 1

Q: What actions have the participants taken?

Pre-coded answer options:

Send a daughter to School
Sent a son to School
Saved money/sold something to help a daughter to go to school
Saved money/sold something to help a son to go to school
Spoken to a daughter about her education
Spoken to a son about his education
Spoken to another family member about education
Spoken to someone outside the family about education
Encouraged a daughter to stay in School
Encouraged a son to stay in school
Helped a daughter with her homework
Helped a son with his homework
Visited School
Spoken to the teacher or School administration about a child's education
Asked the School how it is spending School funds
Participated or engaged in a Parent Teacher Association
Participated or engaged in a School Management Committee
Worked together in community to do something to support the School
Participated in an initiative related to girls' education
Ensure the child goes to school everyday
Other [write in open response]

Appendix 2

TABLE 4: CM ACTIVITY BREAKDOWN BY COUNTY

Former states	By county	Listening Club	Discussion Group	Music, Dance and Drama
NBG	Aweil West	29	9	0
	Aweil East	49	21	7
	Aweil South	54	23	0
WBG	Jur River	48	19	0
	Wau County	15	2	0
	Raja	0	6	0
	Wau Municipality	87	37	0
CE	Juba	45	15	2
	Terkeka	28	17	9
	Morobo	7	4	0
	Lainya	9	3	0
	Yei	7	2	0
WE	Yambio	40	10	0
	Tambura	67	32	0
	Mvolo	43	19	0
EE	Torit	50	27	23
	Magwe	16	6	0
	Kapoeta	23	4	0
Lakes	Yirol West	64	24	0
	Cuiebet	75	23	0
	Rumbek Centre	70	26	0
Jonglei	Bor	76	6	0
	Twic East	48	21	0
Unity	Mayom	13	8	0
UNS	Maban	16	5	0
Warrap	Twic	32	21	5
	Tonj North	16	17	4
	Tonj South	48	15	0
		1075	**422**	**50**

Appendix 3

TABLE 5: CM EFFECTIVENESS BY COUNTY AND OVERALL

Former states	By county	Total participants	Total taken action	Effectiveness
NBG	Aweil West	1232	1201	97%
	Aweil East	1595	1133	71%
	Aweil South	1882	1624	86%
WBG	Jur River	1406	1022	73%
	Wau County	198	183	92%
	Raja	92	70	76%
	Wau Municipality	1937	1414	73%
CE	Juba	796	493	62%
	Terkeka	934	900	96%
	Morobo	168	63	38%
	Lainya	299	201	67%
	Yei	156	150	96%
WE	Yambio	615	239	39%
	Tambura	2145	1603	75%
	Mvolo	995	753	76%
EE	Torit	1969	1696	86%
	Magwe	1380	797	58%
	Kapoeta	641	622	97%
Lakes	Yirol West	1461	1410	97%
	Cuiebet	2002	687	34%
	Rumbek Centre	1601	1331	83%
Jonglei	Bor	1323	1203	91%
	Twic East	1449	1243	86%
Unity	Mayom	367	164	45%
UNS	Maban	324	275	85%
Warrap	Twic	1176	686	58%
	Tonj North	872	643	74%
	Tonj South	1569	1253	80%